

# **Creating a Term 2 set of student files and Cloning SilhouetteELAR Reports**

(Windows and MacOS)

Note: The screenshots in this tutorial are from the Windows version but the process applies to the MacOS version as well.

To create a **Term 2** set of student files:

Click on your folder and then click on the **Term 1** radio button. Notice that each student's name is followed by the date on which it was last edited.

SilhouetteELAR 3 - Student Reports

## Student Reports

Location of ELAR class folders:  
C:\ProgramData\SilhouetteELAR\Classes

Folder: ELAR-1415-grade 6 and 7 group\Term1

ELAR-1415-grade 6 and 7 group

Show hidden folders

Folder Utilities: ELAR-1415-grade 6 and 7 group\Term1

Email Class Folder

Folder Password Delete Folder Rename Folder

New Folder Folders Utilities

Get Emailed Class Folder Import Folder

Exit Export Folder

3 student files: ELAR-1415-grade 6 and 7 group\Term1

### ELAR Report Files

Sort by:  Surnames and by Grades   
 First Names

Term 1  Term 2  Term 3

Sampler, Stewdent 4 Sep 2015  
Tomal, Charles 21 Nov 2015  
Varsh, Adam 24 Oct 2015

Create New Student file Edit Report Data

Batch Print Reports

1. Click on the **Term 2** radio button
2. Select the students for whom you wish to create Term 2 files.
3. Click **Proceed**

The screenshot displays the 'Student Reports' application interface. On the left, the 'New Term 2 Folder' dialog is open, showing a list of students to be included in the new folder. On the right, the 'ELAR Report Files' window is visible, showing the selected term and the list of student files to be generated.

**Student Reports**

SilhouetteELAR

### New Term 2 Folder

This will create a new folder with a set of empty student files using the student names found in the ELAR-1415-grade 6 and 7 group\Term1 folder.

Check the student(s) to be included.

Student names in Classlist file:

<input checked="" type="checkbox"/>	Sampler, Stewdent
<input checked="" type="checkbox"/>	Tomal, Charles
<input type="checkbox"/>	Varsh, Adam

2 students selected.

CheckAll Clear

ELAR Grid Text: Default Grid Text

Proceed Cancel

**ELAR Report Files**

3 student files: ELAR-1415-grade 6 and 7 group\Term1

Sort by:  Surnames and Grades  First Names

Term 1  Term 2  Term 3

Sampler, Stewdent 24 Sep 2015  
Tomal, Charles 24 Sep 2015  
Varsh, Adam 24 Sep 2015

Create New Student file Edit Report Data

Batch Print Reports

# Confirm your details and click **Save, then Exit**

SilhouetteELAR 3 - Student Reports

## Student Reports

Location of ELAR class folders:  
C:\ProgramData\SilhouetteELAR\Classes

3 student files: ELAR-1415-grade 6 and 7 group\Term1

### ELAR Report Files

Sort by:  Surnames and by Grades   
 First Names

Folder: ELAR-1415-grade 6 and 7 group

ELAR-1415-grade 6 and 7 group

SilhouetteELAR

*Please enter and/or confirm the school and class information that will be included on your reports.*

Class: ELAR-1415-grade 6 and 7 group\Term2

School name:

ELL Support Teacher's name:

ELL Support Teacher's title:

Term 2 School Year:

Show hidden folders

Folder Utilities: ELAR-1415-grade 6 and 7 group

# Click on a student in the Term 2 folder

**Student Reports**

Location of ELAR class folders:  
C:\ProgramData\SilhouetteELAR\Classes

Folder: ELAR-1415-grade 6 and 7 group\Term2

ELAR-1415-grade 6 and 7 group

Show hidden folders

Folder Utilities: ELAR-1415-grade 6 and 7 group\Term2

**ELAR Report Files**

2 student files: ELAR-1415-grade 6 and 7 group\Term2

Sort by:  Surnames and by Grades   
 First Names

Term 1  Term 2  Term 3

Sampler, Stewdent Tomal, Charles

As you begin to edit this Term 2 report, it would be helpful to start with the Term 1 report. To do so, you can **Clone** the student's Term 1 report, that is, make this Term 2 report and exact copy of the Term 1 report

SilhouetteELAR 3 - Student Report - Term 2: Stewdent Sampler

Student List Additional Comments Alternate Text Utilities Clear Checks Tools View or Print Report Save Report Save Report, then Exit Exit

< > **Stewdent Sampler** Classroom teacher: [ ] Division: [1]

Current Levels  
 Oral Language: [ ] Reading: [ ] Writing: [ ]  
 Continued ELL support is needed  
 No further ELL support is needed  
 Support: times per week  
 ELL Centre: [0] In-Class: [0] Consultation: [0]

Level 1 - Emerging	Level 1 - Beginning	Level 2 - Developing	Level 3 - Expanding	Level 4 - Consolidating
<b>Oral Language</b>				
<input type="checkbox"/> understands very little English	<input type="checkbox"/> understands simple words, phrases, sentences and instructions	<input type="checkbox"/> understands simple sentences in a conversation with repetition	<input type="checkbox"/> understands more complex sentences in a conversation with some repetition	<input type="checkbox"/> communicates effectively in social and classroom settings
<input type="checkbox"/> follows other students in class routines	<input type="checkbox"/> understands parts of simple oral lessons with support	<input type="checkbox"/> understands simple short oral lessons	<input type="checkbox"/> understands most content and academic language with support	<input type="checkbox"/> understands grade level academic content with minimal support
<input type="checkbox"/> -----	<input type="checkbox"/> communicates basic needs	<input type="checkbox"/> follows one direction at a time if given clearly	<input type="checkbox"/> follows a series of directions with prompts	<input type="checkbox"/> successfully follows directions at grade level
<input type="checkbox"/> speaks almost no English	<input type="checkbox"/> participates in choral speaking	<input type="checkbox"/> asks and responds to simple questions	<input type="checkbox"/> is usually able to ask questions for clarification, with some hesitations	<input type="checkbox"/> is able to ask and answer questions for clarification
<input type="checkbox"/> relies on body language and visual cues to communicate	<input type="checkbox"/> responds with yes/no or single word utterances	<input type="checkbox"/> speaks using short phrases	<input type="checkbox"/> retells stories and recounts events with some support	<input type="checkbox"/> makes longer content-based presentations
<input type="checkbox"/> -----	<input type="checkbox"/> speaks with hesitation	<input type="checkbox"/> speaks with some hesitation, rephrasing, searching for words	<input type="checkbox"/> participates hesitantly in class discussions with support	<input type="checkbox"/> is able to listen to and add to group discussions
<input type="checkbox"/> -----	<input type="checkbox"/> can name concrete objects	<input type="checkbox"/> uses simple grammar	<input type="checkbox"/> applies rules of grammar most of the time	<input type="checkbox"/> uses a variety of grammatical structures
<input type="checkbox"/> -----	<input type="checkbox"/> developing a vocabulary of functional words	<input type="checkbox"/> uses limited vocabulary, awkward wording	<input type="checkbox"/> uses adequate vocabulary	<input type="checkbox"/> uses varied vocabulary appropriate for a given context
<input type="checkbox"/> -----	<input type="checkbox"/> pronunciation can interfere with being understood	<input type="checkbox"/> pronunciation sometimes interferes with being understood	<input type="checkbox"/> pronounces most English words clearly	<input type="checkbox"/> speaks with near native fluency
<b>Reading</b>				

## To Clone a report:

1. on the menu, click on **Tools** (Note: on the Mac, **Tools** is located on the menu at the top of the screen rather than at the top of the window.)
2. Select **Clone Term 1** and then click on **OK**

SilhouetteELAR 3 - Student Report - Term 2: Stewdent Sampler

Student List Additional Comments Alternate Text Utilities Clear Checks **Tools** View or Print Report Save Report Save Report, then Exit Exit

< > **Stewdent Sampler**

Current Levels  
 Oral Language: - Reading: - Writing: -  Co  No

teacher: [ ] Division: [1]  
 Support: times per week  
 ELL Centre: [0] In-Class: [0] Consultation: [0]

**Tools** menu:  
 Rename Student  
 Delete Student File  
 Clone Term 1  
 Clone Term2

	Level 1 - Emerging	Level 1 - Beginning	Level 2 - Developing	Level 3 - Expanding	Level 4 - Consolidating
<b>Oral Language</b>					
<input type="checkbox"/>	understands very little English	<input type="checkbox"/>	understands simple words, phrases, sentences and instructions	<input type="checkbox"/>	understands simple sentences in a conversation with repetition
<input type="checkbox"/>	follows other students in class routines	<input type="checkbox"/>	understands parts of simple oral lessons with support	<input type="checkbox"/>	understands simple short oral lessons
<input type="checkbox"/>	-----	<input type="checkbox"/>	communicates basic needs	<input type="checkbox"/>	follows one direction at a time if given clearly
<input type="checkbox"/>	speaks almost no English	<input type="checkbox"/>	participates in choral speaking	<input type="checkbox"/>	asks and responds to simple questions
<input type="checkbox"/>	relies on body language and visual cues to communicate	<input type="checkbox"/>	responds with yes/no or single word utterances	<input type="checkbox"/>	speaks using short phrases
<input type="checkbox"/>	-----	<input type="checkbox"/>	speaks with hesitation	<input type="checkbox"/>	speaks with some hesitation, rephrasing, searching for words
<input type="checkbox"/>	-----	<input type="checkbox"/>	can name concrete objects	<input type="checkbox"/>	uses simple grammar
<input type="checkbox"/>	-----	<input type="checkbox"/>	developing a vocabulary of functional words	<input type="checkbox"/>	uses limited vocabulary, awkward wording
<input type="checkbox"/>	-----	<input type="checkbox"/>	pronunciation can interfere with being understood	<input type="checkbox"/>	pronunciation sometimes interferes with being understood
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	understands more complex sentences in a conversation with some repetition
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	understands most content and academic language with support
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	follows a series of directions with prompts
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	is usually able to ask questions for clarification, with some hesitations
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	retells stories and recounts events with some support
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	participates hesitantly in class discussions with support
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	applies rules of grammar most of the time
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	uses adequate vocabulary
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	pronounces most English words clearly
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	communicates effectively in social and classroom settings
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	understands grade level academic content with minimal support
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	successfully follows directions at grade level
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	is able to ask and answer questions for clarification
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	makes longer content-based presentations
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	is able to listen to and add to group discussions
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	uses a variety of grammatical structures
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	uses varied vocabulary appropriate for a given context
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	speaks with near native fluency

**Reading**

Once cloned, this Term 2 report is identical to the term 1 report. With these previous evaluations to refer to, you can efficiently modify the report to reflect progress the student has made in the intervening months.

SilhouetteELAR 3 - Student Report - Term 2: Stewdent Sampler

Student List \* Additional Comments Alternate Text Utilities Clear Checks Tools View or Print Report Save Report Save Report, then Exit Exit

< > **Stewdent Sampler** Classroom teacher: Purdy, M Division: 1

Current Levels  
 Oral Language: 2 Reading: 3 Writing: 2

Continued ELL support is needed  
 No further ELL support is needed

Support: times per week  
 ELL Centre: 4 In-Class: 0 Consultation: 0

	Level 1 - Emerging	Level 1 - Beginning	Level 2 - Developing	Level 3 - Expanding	Level 4 - Consolidating				
<b>Oral Language</b>									
<input type="checkbox"/>	understands very little English	<input type="checkbox"/>	understands simple words, phrases, sentences and instructions	<input checked="" type="checkbox"/>	<b>understands simple sentences in a conversation with repetition</b>	<input type="checkbox"/>	understands more complex sentences in a conversation with some repetition	<input type="checkbox"/>	communicates effectively in social and classroom settings
<input type="checkbox"/>	follows other students in class routines	<input type="checkbox"/>	understands parts of simple oral lessons with support	<input checked="" type="checkbox"/>	<b>understands simple short oral lessons</b>	<input type="checkbox"/>	understands most content and academic language with support	<input type="checkbox"/>	understands grade level academic content with minimal support
<input type="checkbox"/>	-----	<input type="checkbox"/>	communicates basic needs	<input type="checkbox"/>	follows one direction at a time if given clearly	<input checked="" type="checkbox"/>	<b>follows a series of directions with prompts</b>	<input type="checkbox"/>	successfully follows directions at grade level
<input type="checkbox"/>	speaks almost no English	<input type="checkbox"/>	participates in choral speaking	<input checked="" type="checkbox"/>	<b>asks and responds to simple questions</b>	<input type="checkbox"/>	is usually able to ask questions for clarification, with some hesitations	<input type="checkbox"/>	is able to ask and answer questions for clarification
<input type="checkbox"/>	relies on body language and visual cues to communicate	<input type="checkbox"/>	responds with yes/no or single word utterances	<input checked="" type="checkbox"/>	<b>speaks using short phrases</b>	<input type="checkbox"/>	retells stories and recounts events with some support	<input type="checkbox"/>	makes longer content-based presentations
<input type="checkbox"/>	-----	<input type="checkbox"/>	speaks with hesitation	<input checked="" type="checkbox"/>	<b>speaks with some hesitation, rephrasing, searching for words</b>	<input type="checkbox"/>	participates hesitantly in class discussions with support	<input type="checkbox"/>	is able to listen to and add to group discussions
<input type="checkbox"/>	-----	<input type="checkbox"/>	can name concrete objects	<input type="checkbox"/>	uses simple grammar	<input checked="" type="checkbox"/>	<b>applies rules of grammar most of the time</b>	<input type="checkbox"/>	uses a variety of grammatical structures
<input type="checkbox"/>	-----	<input type="checkbox"/>	developing a vocabulary of functional words	<input type="checkbox"/>	uses limited vocabulary, awkward wording	<input checked="" type="checkbox"/>	<b>uses adequate vocabulary</b>	<input type="checkbox"/>	uses varied vocabulary appropriate for a given context
<input type="checkbox"/>	-----	<input type="checkbox"/>	pronunciation can interfere with being understood	<input checked="" type="checkbox"/>	<b>pronunciation sometimes interferes with being understood</b>	<input type="checkbox"/>	pronounces most English words clearly	<input type="checkbox"/>	speaks with near native fluency